Digital Learning Assistant Training Guide
Muhlenberg College

This DLA training guide offers a window into how we support and train peer leaders in digital learning on campus. There are three face-to-face meetings throughout the 6-8 week training which I try to represent here as well to guide the conversation and support student reflection/preparation.

The DLA leadership team places a lot of emphasis on what "hybrid learning" means in this context. This is a model of learning that many of our students have yet to encounter so the clearer, the better.

Session #1
[DLA Welcome and Training Overview](#)
[Guiding Program Mission](#)

Introduction to DoOO Readings:
   [The Manila Envelope](#) (Audrey Watters)
   [The Web We Need to Give Students](#)
   [Do I Own my Domain if You Grade it](#)

[Reflection/Discussion](#)

Session #1 Challenge:
   Post your domain "in progress" to the LMS
   Create at least *one* post (can be anything, including a cat gif)

F2F Meeting #1:
   Opening Intros and icebreaker
      - "Based on the day you've had today, what social media platform best describes you right now?"
   Advanced DLAs share student perspective of the position and role
   Opening questions, now that we are two weeks in to the training and this is our first F2F meeting, what questions do you have about the program?
   Setting expectations, hopes for engagement, and sharing domains.

Session #2
Reading:
   Pedagogy of the Oppressed, Chapter 1, Paulo Freire

[Introduction to DLA Tracks](#)
Three primary digital learning focus areas (tracks) for training:
   + [Domains & Web Publishing](#)
   + [Media & Digital Storytelling](#)
   + [GIS & Mapping](#)
The challenges are specific to the focus tracks-- all students post their track challenge to either their domain or the LMS.

Session #2 Challenge: (track specific)

F2F Meeting #2:

Session #3
Reading:
   [Zone of Proximal Development, Vygotsky](#)

DLAs are asked to identify a point of confusion or area for development within the track/tool that they chose to take in the previous weeks. They then need to take the knowledge and lessons learned and create a screencast or helpsheet that would make engaging with that track/tool easier for another user. All content from the DLA training is then edited for clarity and added to the resources available to students from the DLA team.

Using their learning and reflection from the Vygotsky article, how does that help guide the resource they are developing for other new users?

Session #3 Challenge:

Complete one of two challenges for the session:
   1. Create a 2-3 minutes screencast geared toward novice users on one element or aspect of focus area (will help build training database!)
   2. Develop a comprehensive "Help/Tip Sheet" complete with photo/narrative guide
 ** You will be asked to present your work for this challenge during the final meeting!

F2F Meeting #3:

Ongoing DLA Training & Development

   [Working "with", not "for" Students Training](#)